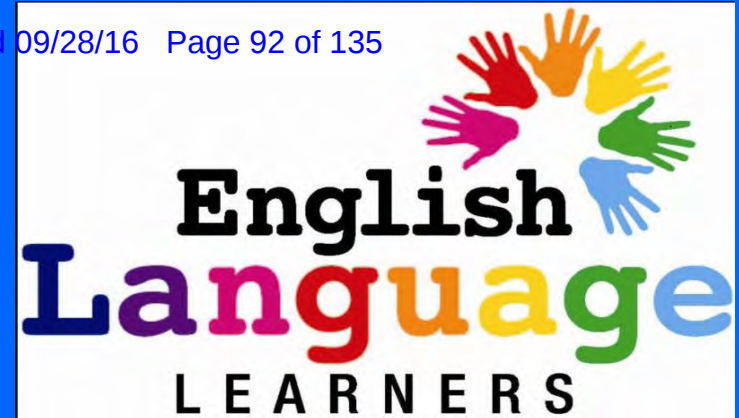


APPENDIX V – 63



English Language Development Programs in TUSD

Language Acquisition Department

Administrators' Presentation

September 3, 2015

Session Objectives

Participants will become familiar with:

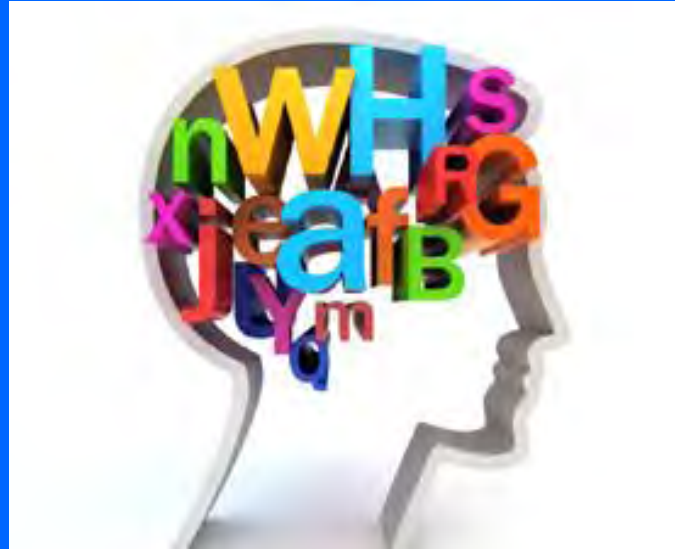
- the ELD/SEI Model Refinements
- the new ELD curriculum documents for TUSD



FACTS

On December 8, 2014, the Arizona State Board of Education approved optional refinements to the Arizona Structured English Immersion Models.

- These refinements are not intended to replace the existing Models, but rather to enhance them.
- These options are not required, and their implementation is at the discretion of the LEA.
- The refinements are designed for optional implementation beginning with the 2015-2016 school year.



REFINEMENTS TO SEI MODEL

<http://www.azed.gov/english-language-learners/files/2015/01/approved-refinements-to-the-sei-models.pdf>



State of Arizona
Department of Education

Approved Refinements to the SEI Models

Implementation may begin in the 2015-2016

Elementary Model

Separate recommendations are made for first year ELLs and intermediate proficiency level and intermediate students throughout the year.

Integration of the 4 time blocks for first year ELLs and intermediate proficiency level.

Refinement:

Allow elementary and self-contained middle schools flexibility in instructional services to first year ELLs and all ELLs below the intermediate level.

1. ELD instruction using the English Language Proficiency Standards (ELPS) may be delivered during two "blocks", totaling 4 hours:
 - a. Block 1: 120 minutes of integrated reading, oral English conversation and vocabulary
 - b. Block 2: 120 minutes of integrated writing and grammar
2. Up to 30 minutes of literacy intervention services with non-ELLs that may count towards the 4-hour requirement if those services meet the instructional needs of the ELL student. *(Please be aware that these services must be provided using state and local funds to ensure federal funds are not supplanted.)*

Intermediate Level ELLs in at least their 2nd year

Refinement:

Allow elementary and self-contained middle schools flexibility to integrate required instructional domains and reduce, up to 1 hour, the time required within the SEI Models for ELLs who:

- Demonstrate overall proficiency at the intermediate level on the Arizona English Language Learner Assessment (AZELLA), and
- Are in at least their 2nd year of English language development (ELD) instruction.

For those ELLs for whom flexibility is appropriate, ELD instruction using ELP standards may be delivered during two "blocks", totaling 3 hours:

1. Block 1: 90 minutes of integrated writing and grammar
2. Block 2: 90 minutes of integrated reading, oral English conversation and vocabulary

What will change at the Elementary Level?

- Who receives 4 hours of English Language Development (ELD) instruction vs. 3 hours ELD instruction and;
- How time allocation are documented and implemented
- How interventions can be integrated



Who Receives 4 hours of ELD

Instruction at the Elementary Level*

What WAS in place

- All English Language Learners (ELLs) and (Y ELLARs) receive 4 hours of ELD instruction

What has CHANGED

- 1st year ELLs and ELLs below the Intermediate Proficiency Level will receive 4 hours of ELD instruction
- Intermediate level ELLs who are in their 2nd year or more in the program will only be required to receive 3 hours of ELD instruction
(two 90 minute integrated blocks)

* 2- hours in Kindergarten

Elementary Time Allocations

What WAS in place

- 4-hour explicit documentation and implementation of:
 - Reading (60 min.)
 - Oral English Conversation and Vocabulary (60 min.)
 - Writing (60 min.)
 - Grammar (60 min.)

What has CHANGED

- 4-hour integrated documentation and implementation of:
 - **Reading & Oral English Conversation and Vocabulary (120 min.) or (90 min. for Intermediate level who qualify)**
 - **Writing & Grammar (120 min.) or (90 min. for Intermediate level who qualify)**

Time Allocations and ELP Standards Alignment for the Refined Model

	Time Allocations	AZ ELP Standards
2 hr. block	Reading & Oral English Conversation and Vocabulary	<ul style="list-style-type: none"> • Reading Domain • Listening and Speaking Domain • Language Strand standard 2 (only)
2 hr. block	Writing & Grammar	<ul style="list-style-type: none"> • Writing Domain • Language Strand standard 1 (only)

or 90 min. blocks each for Intermediate level students who qualify

ELP standards documentation and implementation



Elementary Sample

LESSON PLAN

Kindergarten Integrated ELD Weekly Lesson Plan

*Date: 8/15/2015*Time: from 8:30 to 9:30Grade: **K** * ELPS(s) Stage **I** * Proficiency Level (s): **PEE** **B** **BI** **I** *ELD Blocks: **Oral English Conversation, Vocabulary and Reading**
60 min**Grammar and Writing**
60 min***ELP Code and Standard(s):****I-LS-1: B-HI-5** S/W demonstrates understanding of oral communications by following multiple-step directions which include prepositions.**I-L-2: B-HI-2** S/W demonstrate knowledge of vocabulary by recognizing sight words.**I-R-3: B-HI-2** S/W demonstrate knowledge of reading comprehension by making predictions based on the title, cover illustrations, and text.***Student Friendly Objectives:**

I will show I understand how to communicate by listening and following directions during vocabulary builder activities.

I will show I understand my weekly vocabulary words by matching my words to a picture card.

I will show I understand the story by making predictions about the story *Come with me to School***Academic Vocabulary:** See list vocab for Unit 1 on pg. T 1a
color words, school tools High frequency word: a**Materials:** Phonics Picture Card 72 (color red)Vocabulary Builder 1 and School Tool Manipulatives, Song CD 1, Color chips and sorting maps and Doc camera
Big Book Come with me to School
Picture Cards 38,46,56,103; Word cards ;School tool manipulatives
Alphachant Lap book Mm and Phonics picture cards for M
Sentence strips and pocket chard

Monday	Tuesday	Wednesday	Thursday	Friday
Alphachant Lesson 1 Listen and chant using Mm Lapbook and CD Track 1 T8 Show and Tell Letter M Avenues Circle Time: Explore colors T.1Walk around classroom and school using post it notes to identify colors with color words. Phonological Awareness Isolate Words T.1 Introduce Vocabulary T2	Alphachant Lesson 1 Listen and Chant Letter Mm Lapbook and CD track 1. T9 Avenues Story Time/ Circle Time Colors T. 4 Phonological Awareness T 4 Preview the Big Book <i>Come with me to School</i> Big Book Picture walk and Preview Script pages 1-24 T5 Share the Big Book T6- 9	Alphachant Lesson 1 Shared Reading Lapbook M with Song CD Track 1 Connect Mm T10 Alphachant Lesson 1 T11 Use white boards to practice Avenues Activity Time/ Circle Time. Use picture cards T. 10 Phonological Awareness Isolate Words using color chips T10	Alphachant Lesson 1 T11 Shared Reading Lapbook M with Song CD Track 1. Use white boards to practice writing letter M Avenues Time to Talk/ Circle Time T14-17 Language Songs Big Book School Tools pg.1a and Song CD1 Track 3-4 Invite school workers into share how they use their tools.	Alphachant Lesson 1 T11 Shared Reading Lapbook M with Song CD Track 1 Use white boards to practice writing letter M. Progress Check on T11Progress Check on T11 Avenues Story Time/ Circle Time School Tools T18 Phonological Awareness Isolate and Count Words T18 Read the Little Book <i>A School</i>

Second Grade Integrated ELD Weekly Lesson Plan (Sample)

*Date: 8/15/2015

*Time: from 10:00 to 12:00

*ELD Blocks: **Oral English Conversation, Vocabulary and Reading**
120min

Grammar and Writing
120 min

Grade: 2nd * ELPS(s) Stage II

* Proficiency Level (s): PEE B I

***ELP Code and Standard(s):**

Grammar: II-L-1(Q):LI-2: The students will demonstrate knowledge of parts of speech by forming Yes/No questions in the simple present tense with given forms of “to do” + subjects + verbs.

Grammar: II-L-1(V):B-5: The student will demonstrate knowledge of parts of speech by choosing a simple present tense verb to complete declarative, negative, and interrogative sentences (subject-verb agreement)

Writing: II-W-2: HI-10: The student will identify and apply conventions of standard English in his or her written communications by using subject-verb agreement in sentences in a variety of writing applications with instructional support.

***Student Friendly Objectives:**

I will show I understand parts of speech by asking and answering questions that include a subject and verbs such as *am, is, are* within a sentence frame.

I will show I understand parts of speech by using verbs to make a negative sentence.

I will identify and apply conventions in my writing by using a subject and verb in my sentence(s).

Academic Vocabulary:

Question
Subject
Verb
Negative

Materials:

Monthly Writing Journals
Picture It Graphic Organizers
White Board / Dry erase markers, White Eraser tape
M,T-: Picture Cards B13-B24 (various animals)
W: Big Book, Practice Book: What Do You See? ; page PB22
F: Big Book, blank oak tag strips; Picture Perfect Word Book (optional), Picture Cards B13-B24

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Mini Lesson: Questions: Model asking and answering questions and have children practice asking and answering questions using Picture Cards. <i>Avenues Teacher's Edition T66f</i></p> <p>Picture Cards B13-B24 (various animals)</p>	<p>Mini Lesson: Verb Be: Teach how to use am, is, are and then have partners ask and answer questions using these verbs. <i>Teacher's Edition T68c-T68d</i></p> <p>Verbs am, is, are (Unit Progress Test)</p>	<p>Mini Lesson: Negative Sentences: Reread pages 70-84 and teach how to make negative sentences using is not and are not. Invite children to use the Big Book to make up negative sentences about Mama Cat and her kittens. <i>Teacher's Edition T85</i></p> <p>Materials: Big Book Work Practice Book: What Do You See? page PB22</p>	<p>Mini Lesson: Questions: Display page 72 and model how to ask and answer questions. Have children role-play story characters asking and answering questions. <i>Teacher's Edition T72-73</i></p>	<p>Mini Lesson: Subject/Verb Agreement: Lead children in a game of Mama Cat Says to introduce the concept of action words. Then use Big Book page 36 to teach subject-verb agreement with action verbs. Children use sentence frames and pictures to practice action words. Vds.63, p. 12</p> <p><i>Birds _____, A Zebra _____, Teacher's Edition T65a, T65b</i></p>

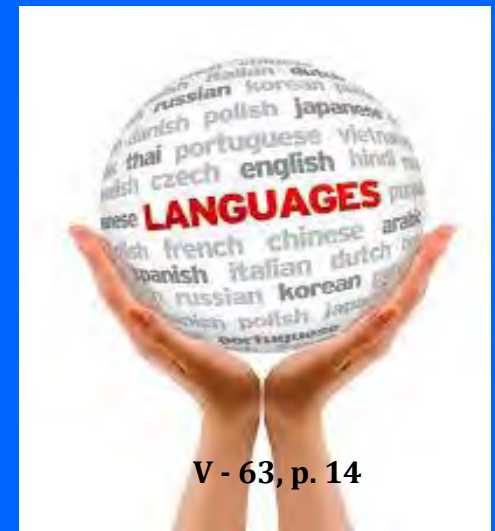
Elementary Interventions can be integrated

- Up to 30 minutes of literacy intervention services with non-ELL students may count towards the 4-hour requirement if those services meet the instructional needs of the ELL student and are driven by ELP Standards



What does not change at the Elementary Level?

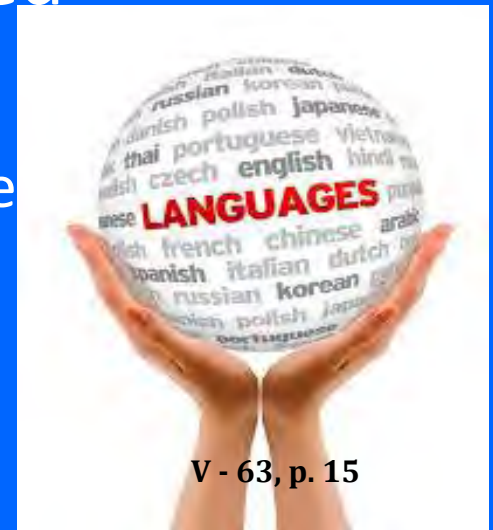
- ELLs have to be separate from the mainstream students for ELD instruction in the refined model;
- ALL ELD instruction must be driven by the Arizona ELP standards and match the correct time allocation.

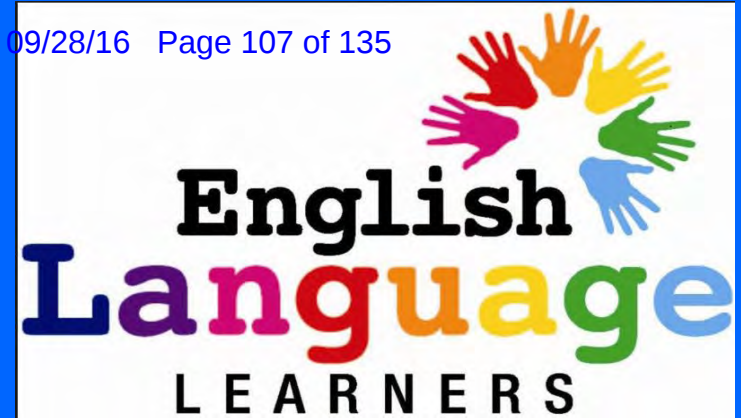


In addition...

In TUSD ELLs at the Elementary level will continue to:

- receive instruction using district adopted text- *Avenues* will be used for a minimum of two hours and other resources aligned to *Avenues* themes and ELP Standards;
- be assessed with assessments aligned to ELD instruction- eAssessment is administered for both summative and formative purposes





Secondary ELD Program Models and Refinements 2015-16

Refinement to the Secondary 4-Hour Model

(Approved by the Arizona State Board of Education December 8, 2014)

Provide an option for SEI English teacher(s) and /or ELL Coordinators **to reduce, up to 2 hours,** the time required within the SEI Models for ELLs who:

- Demonstrate overall proficiency at the **intermediate level** on the Arizona English Language Learner Assessment (AZELLA), and
- **Are in at least their 2nd year of English language development (ELD) instruction.**

Refinements to the Secondary 4-Hour Model

- These intermediate level students will be scheduled into the 2-Period ELD III or IV Language Arts Block.
- If a Basic student is scheduled into the ELD III or IV LA Block, they must also be scheduled into 2 additional ELD II classes. **Basic students must received 4 periods of ELD.**

Refinements to the Self-Contained 6th – 8th Grade Classrooms

If your school has self-contained 6th – 8th ELD classrooms, you must follow the Elementary ELD Model.

At the present time, Roberts-Naylor is the only school with self-contained 6th – 8th ELD classrooms.

What about ILLP schools?

- Low incidence schools (under 20 ELLs in a three grade-level span) are still required to maintain the Individual Language Learner Plan (ILLP) process:
 - 4 periods for Pre-Emergent/Emergent and Basic Level Students
 - 2 periods for Intermediate Level Students





NEW TUSD ELD ELEMENTARY CURRICULUM

Go to: <http://tusd1.org/resources/curriculum/eldk-5.asp>

K-5 English Language Development (ELD) Curriculum Materials

- [Understanding ELP alignment to AZCCRS](#) (in PDF) 
- Lesson Plan Templates for ELD Instruction: [Kindergarten](#) (in Word) | [Elementary](#) (in Word)
- [ILLP](#)
- [ELD Literacy Continuum](#) (in PDF)
- [ADE - Finalized English Language Proficiency \(ELP\) Standards](#)
- [Useful Links](#)
- [ELD Curriculum Writing Project Contributors - 2014-15](#) (in PDF)

Curriculum Materials by Grade Level

Grade	Curriculum Maps	Scope and Sequence		AZ ELP Correlations to AZ ELA CC Standards	ELP Progression of Text Dependent Questions	eAssessment Correlations to AZ ELP Standards & AZ ELA CC Standards	Avenues Correlations to AZ ELP Standards
		1-Page	Full page by quarter				
Kinder	Qtr 1 Qtr 2 Qtr 3 Qtr 4	Scope and Sequence	Qtr 1 Qtr 2 Qtr 3 Qtr 4	Stage I	Stage I		Avenues Correlations
First	Coming soon!	Coming soon!	Coming soon!	Stage II	Stage II	Correlation Guide	Avenues Correlations
Second	Qtr 1 Qtr 2 Qtr 3 Qtr 4	Scope and Sequence	Qtr 1 Qtr 2 Qtr 3 Qtr 4	Stage II	Stage II	Beginning Intermediate Advanced Writing	Avenues Correlations
Third	Coming soon!	Coming soon!	Coming soon!	Stage III	Stage III	Beginning Intermediate Advanced Writing	Avenues Correlations
Fourth	Qtr 1 Qtr 2 Qtr 3 Qtr 4	Scope and Sequence	Qtr 1 Qtr 2 Qtr 3 Qtr 4	Stage III	Stage III	Beginning Intermediate Advanced Writing	Avenues Correlations
Fifth	Coming soon!	Scope and Sequence	Qtr 1 Qtr 2 Qtr 3 Qtr 4	Stage III	Stage III	Beginning Intermediate Advanced Writing	Avenues Correlations

ADE states:

There is a purposeful overlap of language domains were not cross some Performance Indicators with correlation, it is due to specific learners.

This correlation of the ELP standards to the revised/finalized ELP standards performance indicators for the instruction provided by the reclassification.

The AZCCRS are outcome based standards, and the AZ ELP standards are skills based standards. The language skills are all contained in the ELP standards. The AZ ELP standards are the pieces. They purposefully overlap the AZCCRS. You can find the pieces that align to a common core standard in each domain.

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For example, main idea can be found in all three domains of the ELP Standards.

- Listening and Speaking Domain: Main idea can be found in both the receptive and productive portions.
 - In the receptive area, main idea is identified by identifying the main idea and details.
 - In the productive area, main idea is included in the main idea.
- Reading Domain: Main idea is identified by identifying details.
- Writing Domain: Main idea is included in the main idea.

During ELD instruction, the AZ ELP standards are required to be documented instead of Common Core.

In addition, the Language strand can also be incorporated when teaching the main idea. For example, teaching compound or complex sentences (Standard 1-Grammar) and specific content vocabulary in an Informational text vocabulary (Standard 2-Vocabulary) can be included in the lesson about main idea.

Remember: During ELD instruction, the AZ ELP standards are required to be documented instead of Common Core.

Scope and Sequence (1 Page)

A Year at a Glance

AZ ELP Standards aligned to AZCCRS

Targeted standards are what will be assessed on eAssessment in grades 1st – 5th

TUSD 1 st Quarter Unifying Concept-Places																																																
<p>Constant ELP Standards aligned with ELA AZCCRS are addressed routinely every quarter.</p> <table border="1"> <thead> <tr> <th>Reading</th> <th>Writing</th> <th>Listening and Speaking</th> </tr> </thead> <tbody> <tr> <td>II-R-1:B-HI-3</td> <td>II-W-1:HI-5 AZ 2.W.4</td> <td>II-LS-1:B-1 2.RF.3</td> </tr> <tr> <td>II-R-2:B-HI-12,13</td> <td>II-W-1:HI-7 2.W.3</td> <td>II-LS-1:B-HI-3 2.SL.4;6</td> </tr> <tr> <td>II-R-3:B-HI-1 2.RF.4b</td> <td>II-W-2:HI-2,4</td> <td>II-LS-1:B-HI-5 2.SL.1</td> </tr> <tr> <td>II-R-4:B-HI-4 2.RL.1 2.RI.1</td> <td>II-W-2:HI-5 2.W.6</td> <td>II-LS-1:B-HI-6</td> </tr> <tr> <td>II-R-4:B-HI-5</td> <td>II-W-3:HI-1 2.W.1</td> <td></td> </tr> <tr> <td>II-R-4:B-HI-6 2.RL.9</td> <td>II-W-3:HI-2 2.W.2</td> <td></td> </tr> <tr> <td>II-R-4:B-HI-9 2.RI.6</td> <td>II-W-3:HI-3 2.W.3</td> <td></td> </tr> <tr> <td>II-R-4:B-HI-10 2.RL.1 2.RI.1;3</td> <td>II-W-4:HI-1 2.W.4</td> <td></td> </tr> <tr> <td>II-R-4:B-HI-12 2.RL.7</td> <td></td> <td></td> </tr> <tr> <td>II-R-4:B-HI-15</td> <td></td> <td></td> </tr> <tr> <td>II-R-4:B-HI-16 2.RI.3</td> <td></td> <td></td> </tr> <tr> <td>II-R-4:HI-17 2.RI.5</td> <td></td> <td></td> </tr> <tr> <td>II-R-4:B-HI-20</td> <td></td> <td></td> </tr> <tr> <td>II-R-4:B-HI-21 2.RL.4 2.RI.10</td> <td></td> <td></td> </tr> </tbody> </table>				Reading	Writing	Listening and Speaking	II-R-1:B-HI-3	II-W-1:HI-5 AZ 2.W.4	II-LS-1:B-1 2.RF.3	II-R-2:B-HI-12,13	II-W-1:HI-7 2.W.3	II-LS-1:B-HI-3 2.SL.4;6	II-R-3:B-HI-1 2.RF.4b	II-W-2:HI-2,4	II-LS-1:B-HI-5 2.SL.1	II-R-4:B-HI-4 2.RL.1 2.RI.1	II-W-2:HI-5 2.W.6	II-LS-1:B-HI-6	II-R-4:B-HI-5	II-W-3:HI-1 2.W.1		II-R-4:B-HI-6 2.RL.9	II-W-3:HI-2 2.W.2		II-R-4:B-HI-9 2.RI.6	II-W-3:HI-3 2.W.3		II-R-4:B-HI-10 2.RL.1 2.RI.1;3	II-W-4:HI-1 2.W.4		II-R-4:B-HI-12 2.RL.7			II-R-4:B-HI-15			II-R-4:B-HI-16 2.RI.3			II-R-4:HI-17 2.RI.5			II-R-4:B-HI-20			II-R-4:B-HI-21 2.RL.4 2.RI.10		
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<p>Complementary ELP Standards aligned with ELA AZCCRS reinforce the target standards.</p> <table border="1"> <thead> <tr> <th>Reading</th> <th>Writing</th> <th>Listening and Speaking</th> <th>Language Grammar</th> </tr> </thead> <tbody> <tr> <td>II-R-4:B-HI-18</td> <td>II-W-1:HI-5 AZ 2.W.4</td> <td>II-LS-1:B-1 2.RF.3</td> <td>II-L-1(ADJ):B-HI-2 2.L.1e,f</td> </tr> <tr> <td></td> <td>II-W-1:HI-7 2.W.3</td> <td>II-LS-1:B-HI-2 2.SL.1;2;6</td> <td>II-L-1(ADJ):B-HI-5 2.L.1e</td> </tr> <tr> <td></td> <td>II-W-2:HI-2 2.W.6</td> <td>II-LS-1:B-HI-3 2.SL.4;6</td> <td>II-L-1(N):B-HI-1.5</td> </tr> <tr> <td></td> <td>II-W-2:HI-4 2.W.5</td> <td>II-LS-1:B-HI-5 2.SL.1</td> <td>II-L-1(V):B-HI-1.2</td> </tr> <tr> <td></td> <td>II-W-2:HI-5 2.L.2f</td> <td>II-LS-1:B-HI-6</td> <td>II-L-2:HI-11 2.L.5b</td> </tr> <tr> <td></td> <td>II-W-3:B-HI-1,3,6 2.W.5</td> <td>II-LS-1:B-HI-7 2.SL.1;2;3</td> <td></td> </tr> <tr> <td></td> <td>II-W-3:HI-7 2.W.6</td> <td>II-LS-2:B-HI-3</td> <td></td> </tr> <tr> <td></td> <td>II-W-4:HI-1,2 2.W.1,2,3</td> <td>II-LS-2:B-HI-4 2.SL.6</td> <td></td> </tr> <tr> <td></td> <td></td> <td>II-LS-2:B-HI-5 2.SL.1;2;3;6</td> <td></td> </tr> <tr> <td></td> <td></td> <td>II-LS-2:B-HI-6 2.SL.1;3;4;6</td> <td></td> </tr> </tbody> </table>				Reading	Writing	Listening and Speaking	Language Grammar	II-R-4:B-HI-18	II-W-1:HI-5 AZ 2.W.4	II-LS-1:B-1 2.RF.3	II-L-1(ADJ):B-HI-2 2.L.1e,f		II-W-1:HI-7 2.W.3	II-LS-1:B-HI-2 2.SL.1;2;6	II-L-1(ADJ):B-HI-5 2.L.1e		II-W-2:HI-2 2.W.6	II-LS-1:B-HI-3 2.SL.4;6	II-L-1(N):B-HI-1.5		II-W-2:HI-4 2.W.5	II-LS-1:B-HI-5 2.SL.1	II-L-1(V):B-HI-1.2		II-W-2:HI-5 2.L.2f	II-LS-1:B-HI-6	II-L-2:HI-11 2.L.5b		II-W-3:B-HI-1,3,6 2.W.5	II-LS-1:B-HI-7 2.SL.1;2;3			II-W-3:HI-7 2.W.6	II-LS-2:B-HI-3			II-W-4:HI-1,2 2.W.1,2,3	II-LS-2:B-HI-4 2.SL.6				II-LS-2:B-HI-5 2.SL.1;2;3;6				II-LS-2:B-HI-6 2.SL.1;3;4;6		
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Full Page by Quarter

Includes the written ELP standard and codes to make documentation and instruction easier

TUSD 2nd Grade

Reading Focus:
Literature

Writing Focus:
Narrative

Constant ELP Standards aligned with ELA CCSS are addressed routinely every quarter.

<u>Reading</u>		
Identify features of a sentence	II-R-1:B-HI-3	
Identify inflectional endings	II-R-2:B-HI-12	
Read high frequency words and irregular sight words fluently	II-R-2:B-HI-13	
Read with fluency demonstrating automaticity	II-R-3:B-HI-1	2.RF.4b
Ask questions to clarify text	II-R-4:B-HI-4	2.RL.1 2.RI.1
Sequence a story or event with a beginning, middle and end with transition words	II-R-4:B-HI-5	
Make connections to text while reading (text-to-text and text-to-self)	II-R-4:B-HI-6	2.RL.9
Identify the author's purpose for writing a book	II-R-4:B-HI-9	2.RI.6
Identify cause and effect of specific events in a literary selection	II-R-4:B-HI-10	2.RL.1 2.RI.1;3
Describe the setting from a literary selection	II-R-4:B-HI-12	2.RL.7
Locate information from a completed graphic organizer	II-R-4:B-HI-15	
Follow multiple-step positive and negative written directions which include prepositions	II-R-4:B-HI-16	2.RI.3
Identify a variety of sources	II-R-4:HI-17	2.RI.5
Identify words that the author selects in a literary selection to create a graphic visual image	II-R-4:B-HI-20	
Identify words that the author selects to create a rich auditory experience (alliteration, onomatopoeia) in a literary selection	II-R-4:B-HI-21	2.RL.4
By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range		2.RL.10
By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band		2.RI.10

Curriculum Maps

Enduring Understandings

Extended Texts and Short Connected Texts

Standards

English

MAP

4th Grade, Quarter 1

Big Ideas	Extended Texts and Short Connected Texts		Standards						
<p>ENDURING UNDERSTANDING:</p> <p>Understanding the setting of a story is a key element in interpreting and understanding the story.</p> <p>ESSENTIAL QUESTION:</p> <p>How does understanding the setting of a story help the reader interpret and understand the literature?</p>	<p>EXTENDED TEXT(S):</p> <p>Unit 1: The Big City</p> <ul style="list-style-type: none"> • Big Book: <i>The Adventures of Taxi Driver</i> by Debra & Sal Barracca T13 • Poetry: <i>A Movie in My Pillow</i> by Jon Argueta T16 • Fiction: <i>Chinatown</i> by William Lowrey T2 	<p>Unit 2: Seed to Sandwich</p> <ul style="list-style-type: none"> • Big Book: <i>Mrs. Mc Nosh and the Great Big Squash</i> by Sarah Weeks T77 • Drama: <i>Clever Ana and the Greedy Giant</i> by Lada Kratky T78 	<p>Target</p> <table border="0"> <tr> <td>Reading</td> <td>Writing</td> <td>Language</td> </tr> <tr> <td> II-R-4 B-HI-3 2.RL.1 II-R-4 B-HI-7 2.RL.1 2.RL.1.2 II-R-4 B-HI-11 2.RL.7 II-R-4 B-HI-14 2.RL.1,3,5,7 2.RI.9 </td> <td> II-W-1 HI-4 2.W.2,3 II-W-1 HI-8 2.W.1 II-W-2 HI-3 II-W-2 HI-6 II-W-2 B-HI-7 2.L.2b/c II-W-2 HI-10 II-W-4 HI-5 AZ 2.W.4 II-W-4 HI-7 </td> <td> II-L-1(N) B-HI-3,4 2.L.1 II-L-1(V) B-HI-4,5 2.L.1f </td> </tr> </table>	Reading	Writing	Language	II-R-4 B-HI-3 2.RL.1 II-R-4 B-HI-7 2.RL.1 2.RL.1.2 II-R-4 B-HI-11 2.RL.7 II-R-4 B-HI-14 2.RL.1,3,5,7 2.RI.9	II-W-1 HI-4 2.W.2,3 II-W-1 HI-8 2.W.1 II-W-2 HI-3 II-W-2 HI-6 II-W-2 B-HI-7 2.L.2b/c II-W-2 HI-10 II-W-4 HI-5 AZ 2.W.4 II-W-4 HI-7	II-L-1(N) B-HI-3,4 2.L.1 II-L-1(V) B-HI-4,5 2.L.1f
Reading	Writing	Language							
II-R-4 B-HI-3 2.RL.1 II-R-4 B-HI-7 2.RL.1 2.RL.1.2 II-R-4 B-HI-11 2.RL.7 II-R-4 B-HI-14 2.RL.1,3,5,7 2.RI.9	II-W-1 HI-4 2.W.2,3 II-W-1 HI-8 2.W.1 II-W-2 HI-3 II-W-2 HI-6 II-W-2 B-HI-7 2.L.2b/c II-W-2 HI-10 II-W-4 HI-5 AZ 2.W.4 II-W-4 HI-7	II-L-1(N) B-HI-3,4 2.L.1 II-L-1(V) B-HI-4,5 2.L.1f							
<p>SHORT CONNECTED TEXTS & MEDIA</p> <p>Unit 1: The Big City</p> <ul style="list-style-type: none"> • <i>City Poem</i> by Langston Hughes • Leveled Books and Window on Literacy • <i>A Great Day in the City</i> by Casey Eggers DRA8 • <i>Sing a Song of People</i> by Lois Lenski DRA10 • <i>What's on the Road?</i> By Norman Yu DRA1 • <i>This Is My Street</i> by Felix James DRA1 • <i>Weather in the City</i> by George Wong DRA4 • <i>What Did They Drive?</i> By George Wong DRA5 • <i>Lights Go On</i> by Marvin Buckley DRA4 • <i>I Work at Night</i> by Leroy Taylor DRA5 • <i>A New School</i> by Marvin Buckley DRA8 • <i>From the Skyscraper</i> by Marvin Buckley DRA8 • <i>My Town Used to Be Small</i> by Marvin Buckley DRA10 • <i>This Is My Street</i> by Felix James DRA13 • <i>Work Vehicles</i> by Joseph Ciciano DRA16 • Language Songs: CD 1 • Big Book: pages 5-8 • Kidspiration CD-ROM Picture Libraries: Everyday for pictures of community places. • Selection Readings CD1 • Profile Picture Cards: C1-C12 <p>Unit 2: Seed to Sandwich</p> <ul style="list-style-type: none"> • Leveled Books and Window on Literacy • <i>Farmers Market</i> by Juan Quintana DRA2 • <i>Farming</i> by Gail Gibbons DRANF28 • <i>Food Comes From Farms</i> by Miles Taylor DRA8 • <i>From Field to Florist</i> by Felix James DRA14 • <i>What's Inside?</i> By Jean Bennett DRA12 • <i>Plants on My Plate</i> by Cathy Smith DRA10 • <i>Seeds Grow into Plants</i> by Mario Lucca DRA10 • <i>How Does My Garden Grow?</i> By David Tunkin DRA9 • <i>Big Red Tomatoes</i> by Pamela Graham DRA13 • <i>Peanuts</i> by Pamela Graham DRA17 • <i>Potatoes</i> by Beatrice Duggan DRA13 • <i>Corn</i> by Marvin Buckley DRA15 <ul style="list-style-type: none"> • Language Songs: CD 1 • Big Book: pages 9-12 • Kidspiration CD-ROM Picture Libraries: Animals & Plants; Food & Health; language Arts for pictures of animals, food, and folk tale characters. • Selection Readings: CD1 • Profile Picture Cards: C13-C24 	<p>Complementary</p> <table border="0"> <tr> <td>Reading</td> <td>Listening and Speaking</td> <td>Language</td> </tr> <tr> <td> II-R-4 B-HI-18 II-W-1 HI-6 AZ 2.W.4 II-W-2 B-8 2.L.1b,d II-W-2 B-12 II-W-2 B-14 II-W-3 HI-2 II-W-4 HI-6 II-W-4 HI-7 </td> <td> II-LS-1 B-1 2.RF.3 II-LS-1 B-HI-2 2.SL.1,2,6 II-LS-1 B-HI-3 2.SL.4,6 II-LS-1 B-HI-5 2.SL.1 II-LS-1 B-HI-6 II-LS-1 B-HI-7 2.SL.1,2,3 II-LS-2 HI-2,7 II-LS-2 B-HI-3 II-LS-2 B-HI-4 2.SL.6 II-LS-2 B-HI-5 2.SL.1,2,3,6 II-LS-2 B-HI-6 2.SL.1,5,4,6 </td> <td> II-L-1(ADJ) B-HI-2 2.L.1e,f II-L-1(ADJ) B-HI-3 2.L.1e II-L-1(N) B-HI-1,2 II-L-1(V) B-HI-1,5 II-L-2 HI-11 2.L.5h </td> </tr> </table>	Reading	Listening and Speaking	Language	II-R-4 B-HI-18 II-W-1 HI-6 AZ 2.W.4 II-W-2 B-8 2.L.1b,d II-W-2 B-12 II-W-2 B-14 II-W-3 HI-2 II-W-4 HI-6 II-W-4 HI-7	II-LS-1 B-1 2.RF.3 II-LS-1 B-HI-2 2.SL.1,2,6 II-LS-1 B-HI-3 2.SL.4,6 II-LS-1 B-HI-5 2.SL.1 II-LS-1 B-HI-6 II-LS-1 B-HI-7 2.SL.1,2,3 II-LS-2 HI-2,7 II-LS-2 B-HI-3 II-LS-2 B-HI-4 2.SL.6 II-LS-2 B-HI-5 2.SL.1,2,3,6 II-LS-2 B-HI-6 2.SL.1,5,4,6	II-L-1(ADJ) B-HI-2 2.L.1e,f II-L-1(ADJ) B-HI-3 2.L.1e II-L-1(N) B-HI-1,2 II-L-1(V) B-HI-1,5 II-L-2 HI-11 2.L.5h		
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<p>Constant throughout the year</p> <table border="0"> <tr> <td>Reading</td> <td>Writing</td> <td>Listening and Speaking</td> </tr> <tr> <td> II-R-1 B-HI-3 II-R-2 B-HI-12,13 II-R-3 B-HI-1 2.RF.4b II-R-4 B-HI-4 2.RL.1 2.RL.1 II-R-4 B-HI-5 II-R-4 B-HI-6 2.RL.9 II-R-4 B-HI-9 2.RI.6 II-R-4 B-HI-10 2.RL.1 2.RI.1,3 II-R-4 B-HI-12 2.RL.7 II-R-4 B-HI-15 II-R-4 B-HI-16 2.RI.3 II-R-4 HI-17 2.RI.5 II-R-4 B-HI-20 II-R-4 B-HI-21 2.RL.4 2.RL.10 2.RL.10 </td> <td> II-W-1 HI-5 AZ 2.W.4 II-W-1 HI-7 2.W.3 II-W-2 HI-2,4 II-W-2 B-5 2.L.2f II-W-3 HI-1,3,6 2.W.5 II-W-3 HI-7 2.W.6 II-W-4 HI-1,2 2.W.1,2,3 </td> <td> II-LS-1 B-1 2.RF.3 II-LS-1 B-HI-3 2.SL.4,6 II-LS-1 B-HI-5 2.SL.1 II-LS-1 B-HI-6 II-LS-1 B-HI-7 2.SL.1,2,3 II-LS-2 B-HI-2,3 II-LS-2 B-HI-4 2.SL.6 II-LS-2 B-HI-6 2.SL.1,3,4,6 II-LS-2 HI-7 II-L-2 B-HI-4 2.L.4a II-L-2 L3 HI-3 2.L.4 </td> </tr> </table>	Reading	Writing	Listening and Speaking	II-R-1 B-HI-3 II-R-2 B-HI-12,13 II-R-3 B-HI-1 2.RF.4b II-R-4 B-HI-4 2.RL.1 2.RL.1 II-R-4 B-HI-5 II-R-4 B-HI-6 2.RL.9 II-R-4 B-HI-9 2.RI.6 II-R-4 B-HI-10 2.RL.1 2.RI.1,3 II-R-4 B-HI-12 2.RL.7 II-R-4 B-HI-15 II-R-4 B-HI-16 2.RI.3 II-R-4 HI-17 2.RI.5 II-R-4 B-HI-20 II-R-4 B-HI-21 2.RL.4 2.RL.10 2.RL.10	II-W-1 HI-5 AZ 2.W.4 II-W-1 HI-7 2.W.3 II-W-2 HI-2,4 II-W-2 B-5 2.L.2f II-W-3 HI-1,3,6 2.W.5 II-W-3 HI-7 2.W.6 II-W-4 HI-1,2 2.W.1,2,3	II-LS-1 B-1 2.RF.3 II-LS-1 B-HI-3 2.SL.4,6 II-LS-1 B-HI-5 2.SL.1 II-LS-1 B-HI-6 II-LS-1 B-HI-7 2.SL.1,2,3 II-LS-2 B-HI-2,3 II-LS-2 B-HI-4 2.SL.6 II-LS-2 B-HI-6 2.SL.1,3,4,6 II-LS-2 HI-7 II-L-2 B-HI-4 2.L.4a II-L-2 L3 HI-3 2.L.4			
Reading	Writing	Listening and Speaking							
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Research and Writing
Connections

Curriculum Maps of

Interdisciplinary
Connections

Research component:

- City Book Search - Library Scavenger Hunt T35a about "Cities"
- Where Plants Grow T92-93 Have students use books or the internet to research how plants grow. <http://www.kidsgardening.org/>
- Food Books- Question-and-Answer Books T129a
- Students will create a question-and-answer book about a food found in their grocery store.
- Make a Product Map T130b
- Students choose a country. Research what crops grow there.

Narrative Component:

- Write about a time that you moved to a new home, city, place, and how you felt.

Opinion Component:

- World Cultures: December Holidays T25- H holiday customs. Use their responses to create...
- Literature journal T32- Set aside time for ch poems and express their ideas and opinions
- Ask students to think about a time when and their experiences T62. Have the experiences.

Assessments for each quarter

Interdisciplinary Connections:

Social Studies:

- A Long Journey T26 - Road Maps www.mapquest.com
- Make a City Postcard T36b - World City Photo Archive www.worldcityphotots.org
- Related Leveled Books - *A Great Day in the City* by Casey Eggers, *Sing a Song of People* by Lois Lenski, *A City* by Peter and Connie Roop
- Take a walking tour of your neighborhood with your students.
- Make a diagram/display of your favorite place in your neighborhood to share with your group.
- Children interview family members about kinds of transportations they use.
- Have students' family members share information about their jobs.
- Make a Farm Fact Poster T74f

Performance Assessment

Summative:

- Avenues Pretest (Includes Writing Assessment)
- Diagnostic Phonics Assessment- Phonics Street

Formative (Vocabulary, Grammar, Comprehension/Critical Thinking, High Frequency Words):

- Unit 1
- Unit 2

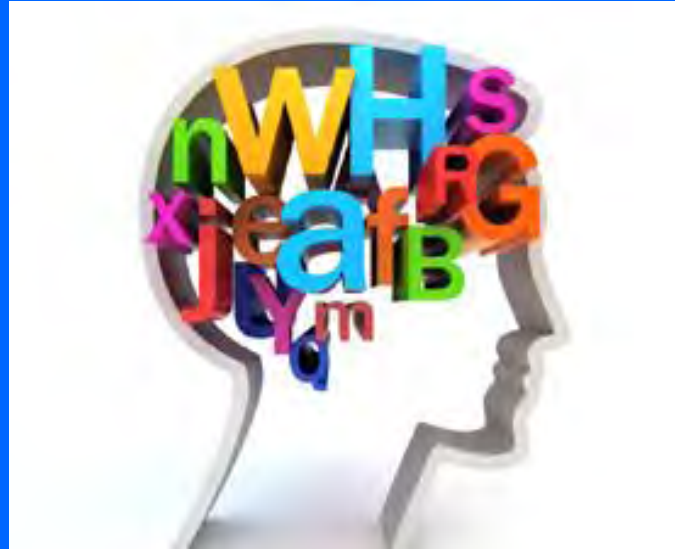
Writing Focus Assessment (Advanced Level Only):

Avenues Unit 1 Writing Assessment:

- Process of Writing: Revising and Editing
- Written Composition: *Students will write a composition and write about they feel about their town or city.*

Avenues Unit 2 Writing Assessment:

- Process of Writing: Revising and Editing
- Written Composition: *Students will write a composition about a vegetable.*



NEW TUSD ELD SECONDARY CURRICULUM

Middle School Curriculum Materials

Grade Level	Curriculum Maps	Scope and Sequence
Grades 6-8	ELD I - Q1 (Visions Intro) ELD I - Q2 (Visions Basic) ELD I - Q3 (Visions Intro) ELD I - Q3 (Visions A) ELD I - Q4 (Visions Intro) ELD I - Q4 (Visions A)	Scope and Sequence - ELD I (Introductory) Scope and Sequence - ELD I (Visions Basic, Visions A)
Grades 6-8	ELD II - Q1 ELD II - Q2 ELD II - Q3 ELD II - Q4	Scope and Sequence - ELD II
Grades 6-8	ELD III - Q1 ELD III - Q2 ELD III - Q3 ELD III - Q4	Scope and Sequence - ELD III
Grades 6-8	ELD IV - Q1 ELD IV - Q2 ELD IV - Q3 ELD IV - Q4	Scope and Sequence - ELD IV

High School Curriculum Materials

Grade Level	Curriculum Maps	Scope and Sequence
Grades 9-12	ELD I - Q1 Reading, Grammar ELD I - Q1 Writing ELD I - Q1 Listening/Speaking ELD I - Q2 Reading, Grammar ELD I - Q2 Writing ELD I - Q2 Listening/Speaking ELD I - Q3 Reading, Grammar ELD I - Q3 Writing ELD I - Q3 Listening/Speaking ELD I - Q4 Reading, Grammar ELD I - Q4 Writing ELD I - Q4 Listening/Speaking	ELD I - Q1 (Visions Basic) ELD I - Q2 (Visions Basic) ELD I - Q3 (Visions A) ELD I - Q4 (Visions A) Scope and Sequence - ELD I (4-hour ELD) -Reading and Grammar -Writing -Listening and Speaking Scope and Sequence - ELD I (ILLP)
Grades 9-12	ELD II - Q1 ELD II - Q2 ELD II - Q3 ELD II - Q4	Scope and Sequence - ELD II (ILLP)
Grades 9-12	ELD III - Q1 ELD III - Q2	Scope and Sequence - ELD III

Quarter 1

Unifying Concept: Traditions and Cultures/Environment

Big Ideas	Selected Readings of Complex Texts	
<p>ENDURING UNDERSTANDING: Fiction entertains readers but also provides them with knowledge about the real world.</p> <p>ESSENTIAL QUESTIONS: How do authors use fiction to describe traditions and culture? How do authors describe environments in fiction and non-fiction?</p>	<p>FOCUS LITERARY TEXT(S): <i>Sadako and the Thousand Paper Cranes</i> (excerpt), (close reading selection) support link support link <i>Coyote</i> <i>Thanksgiving</i> support link <i>Here is the Southwestern Desert</i></p> <p>INFORMATIONAL TEXT(S): <i>Turkish Delight</i> support link support link <i>Subway Architect</i> support link support link</p> <p>SUGGESTED EXTENDED TEXT(S): Heinle Reading Library: <i>The Legend of Sleepy Hollow</i> Traditions & Cultures: <i>Sadako and the Thousand Paper Cranes</i>-Eleanor Coerr <i>Latino Poetry</i> – Globe Feron <i>Native American Games and Stories</i>-James & Joseph Bruchac <i>Fiesta Femenina: Celebrating Women in Mexican Folklore</i>-Mary-Joan Gerson <i>China: The Culture</i>-Bobbie Kalman <i>Homeless Bird</i>-Gloria Whelan</p> <p><i>Rip Van Winkle</i> Environment: <i>Seedfolks</i>-Paul Fleischman <i>Loxman's River</i> – Cynthia C. DeFelice <i>John Muir: Young Naturalist</i>-Montrew Dunham & Al Florentino <i>How Cities Work: Open your Eyes to the Wonders of the Urban Environment</i>-Preston Gralla <i>Environments of the Western Hemisphere</i>-Job</p>	
<p>Interdisciplinary Connections:</p>		
<p>Math – Analyze a Bar Graph, Learn Geometric Shapes and Vocabulary</p>		<p>Social Studies – Read a Map</p>
<p>Science – Learn about Food Chains, Types of Climates</p>		<p>Arts – Design a Turkish Rug, a Mural</p>
<p>Performance Assessment:</p>		
<p>Summative:</p>		
<ul style="list-style-type: none"> • Visions quarterly assessment • Narrative writing assignment (from Close Reading assignment) In “Sadako and the Thousand Paper Cranes” you read about a tradition that has a special meaning in the Japanese culture. Describe another tradition that has a special meaning. You may use a story you know, or create one. Use at least two details from “Sadako and the Thousand Paper Cranes” to compare the tradition you are describing to the tradition in the story. • Narrative writing assignment: (Writer’s Workshop, Visions A, Unit 1) A personal narrative tells a story about something you did or something that happened on a trip you took. Where did you go? What happened? How did you feel about the trip? What made it interesting? • Listening/Speaking Workshop (Visions A Unit 1) Present and respond to a narrative 		
<p>Formative:</p>		
<ul style="list-style-type: none"> • Required Close Reading assignment • Visions chapter quizzes • Routine writing (power writing, dictations, journals, etc.) • Routine listening/speaking (dictations, read alouds, choral, echo and partner reading, role plays, cloze listening, interviews, presentations) • Routine grammar activities (SEI Super Strategies)Close Reading Assignment 		
<p>Targeted Standards, in addition to the constant standards</p>		
<p>Reading –Literary Focus</p>		
<p>IV-R-2: Identify and manipulate the sounds of the English language and decode words</p>		
<p>B-4: producing rhyming words and creating new words when a specific sound is changed, added or removed.</p>		
<p>IV-R-4:-Analyze text for expression, enjoyment, and response to other related content areas.</p>		
<p>B-9: locating sequential/ chronological order signal words (e.g., first, next, finally, today, now) in text.</p>		
<p>B-13: identifying the cause and effect relationship between two related events in a literary selection.</p>		
<p>B-20: relating illustrations to fictional text.</p>		
<p>Writing – Narrative</p>		
<p>IV-W-1: Express his or her thinking and ideas in a variety of writing genres.</p>		
<p>B-1: writing a narrative paragraph about real or imagined events, using a sequence of sentences including characters and setting.</p>		
<p>B-3: taking notes using a teacher selected and student created graphic organizer or cloze notes.</p>		

Students will be assessed on the Targeted ELP Standards

TUSD Scope & Sequence: HS ELD Level II Basic Proficiency

1 st Quarter		2 nd Quarter	
Unifying Concept: Challenges		Unifying Concept: Changes/Courage	
Reading Focus:	Writing Focus:	Reading Focus:	Writing Focus:
<i>Literary</i>	<i>Functional, Nonfiction Narrative</i>	<i>Informational</i>	<i>Functional, Literary Response</i>
ELP Constant Standards are addressed routinely every quarter.		ELP Constant Standards are addressed routinely every quarter.	
R	V-R-2:B-6,9,10,11 V-R-3:B-1 V-R-4:B-2,4,5,6,7,8,12,14,23	R	V-R-2:B-6,9,10,11 V-R-3:B-1 V-R-4:B-2,4,5,6,7,8,12,14,23
W	V-W-1:B-1,3 V-W-2:B-2,3,4,5,11,12,13 V-W-3:B-1,2,6,8,13 V-W-4:B-1,2,3,5,6 V-W-5:B-2,5	W	V-W-1:B-1,3 V-W-2:B-2,3,4,5,11,12,13 V-W-3:B-1,2,6,8,13 V-W-4:B-1,2,3,5,6 V-W-5:B-2,5
L&S	V-LS-1:B-5,6,7,9 V-LS-2:B-3,4,5,8,11	L&S	V-LS-1:B-5,6,7,9 V-LS-2:B-3,4,5,8,11
L	V-L-1:B- taught in order of complexity V-L-2:B-3,7,13,14,20	L	V-L-1:B- taught in order of complexity V-L-2:B-3,7,13,14,20
Target Standards are emphasized during the quarter and used in addition to Constant Standards to evaluate student mastery		Target Standards are emphasized during the quarter and used in addition to Constant Standards to evaluate student mastery	
R	V-R-2:B-8 V-R-4:B-3,13,18,23	R	V-R-2:B-9: V-R-4:B-9,13,15,17,32
W	V-W-2:B-9 V-W-3:B-10	W	V-W-4:B-8:
L&S	V-LS-2:B-6	L&S	V-LS-2:B-7
L	V-L-1: Past tense, Complex sentences, Could and Couldn't, Simple present tense, Future tense with "will" V-L-1(V):B-5,10,12,17; (ADJ):B-8 (ADV):B-3; (C):B-1 V-L-2:B-6,18,19	L	V-L-1: future conditional tense, simple past tense, present continuous tense, prepositional phrases, contractions, two-word verbs, conjunctions, superlative and indefinite adjectives, pronouns (V):B-4,19: (PRO):B-2; (ADJ):B-8; (PREP); (C):B-1; (PH):B-5 V-L-2:B-12,15
3 rd Quarter		4 th Quarter	
Unifying Concept: Discoveries/Communication		Unifying Concept: Communication/Frontiers	
Reading Focus:	Writing Focus:	Reading Focus:	Writing Focus:
<i>Literary</i>	<i>Functional, Nonfiction Narrative</i>	<i>Informational</i>	<i>Persuasive, Expository</i>
ELP Constant Standards are addressed routinely every quarter.		ELP Constant Standards are addressed routinely every quarter.	
R	V-R-2:B-6,9,10,11 V-R-3:B-1 V-R-4:B-2,4,5,6,7,8,12,14,23	R	V-R-2:B-6,9,10,11 V-R-3:B-1 V-R-4:B-2,4,5,6,7,8,12,14,23
W	V-W-1:B-1,3 V-W-2:B-2,3,4,5,11,12,13 V-W-3:B-1,2,6,8,13 V-W-4:B-1,2,3,5,6 V-W-5:B-2,5	W	V-W-1:B-1,3 V-W-2:B-2,3,4,5,11,12,13 V-W-3:B-1,2,6,8,13 V-W-4:B-1,2,3,5,6 V-W-5:B-2,5
L&S	V-LS-1:B-5,6,7,9 V-LS-2:B-3,4,5,8,11	L&S	V-LS-1:B-5,6,7,9 V-LS-2:B-3,4,5,8,11
L	V-L-1:B- taught in order of complexity V-L-2:B-3,7,13,14,20	L	V-L-1:B- taught in order of complexity V-L-2:B-3,7,13,14,20

Constant standards need to be addressed every quarter

All language domains are included in the scope and sequence



<http://tusd1.org/resources/curriculum/eldk-5.asp>

VISIT THE SITE LIVE

Elementary LAD Specialist Assigned to Your School

2015-16 School Assignments for LAD Specialists ELEMENTARY SPECIALISTS (K-5)



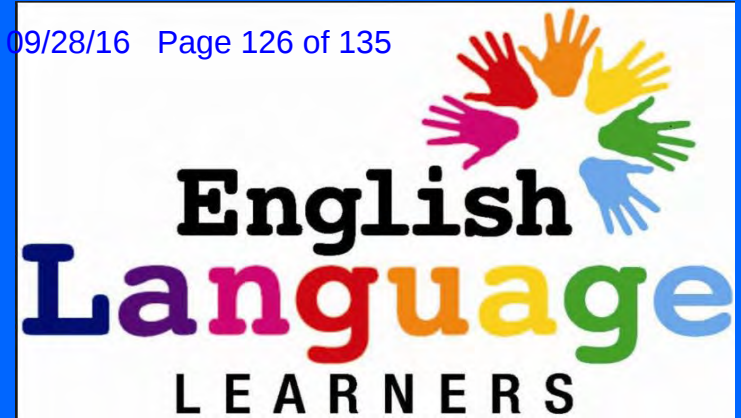
	Cathy	Marisa	Angela	Pat	Anna
1.	Banks	Collier	Bloom	<u>Bleunan</u>	<u>Bonillas</u>
2.	<u>Booth-Fickett</u>	<u>Cragin</u>	Carrillo	<u>Borton</u>	Erickson
3.	<u>Borman</u>	Dietz	<u>Drachman</u>	Davidson	<u>Fruchthendler</u>
4.	<u>Cavett</u>	<u>Hudlow</u>	Ford	Dunham	Henry
5.	(DL) Davis	Maldonado	(DL) Grijalva	Gale	Hughes
6.	Howell	Miles (K-5)	Holladay	(DL) Hollinger	(DL) Mission View
7.	<u>Lineweaver</u>	<u>Myers-Ganoung</u>	Lawrence	<u>Kellond</u>	Rose (K-5)
8.	<u>Lynn-Urquides</u>	Ochoa	Manzo	Johnson	(DL) Roskruge
9.	Marshall	<u>Oyama</u>	Miller	(DL) McCorkle	Safford
10.	Maxwell	Robins	Pueblo Gardens	Steele	Tully
11.	Roberts/Naylor	Wheeler	Robison	<u>Tolson</u>	Warren
12.	<u>Soleng Tom</u>	(DL) White	Sewell	Vesey	Whitmore
13.	(DL) Van Buskirk			Wright	
	Catherine.Espinoza@tusdl.org	Marisa.Pargas@tusdl.org	Angela.Moore@tusdl.org	Patricia.Sandoval-Taylor@tusdl.org	Anna.Manzano@tusdl.org

Secondary LAD Specialist Assigned to Your School

2015-16 School Assignments for LAD Specialists SECONDARY SPECIALISTS



	Jean	Paula
1.	<u>Booth-Fickett (6-8)</u>	<u>Cholla</u>
2.	Catalina	Hollinger (6-8)
3.	Dietz (6-8)	Lawrence (6-8)
4.	Dodge	<u>Mansfeld</u>
5.	<u>Doolen</u>	Mary Meredith
6.	<u>Drachman (6-8)</u>	Maxwell
7.	Gridley	McCorkle (6-8)
8.	Magee	Miles (6-8)
9.	Rincon	Palo Verde
10.	Roberts/Naylor (6-8)	Project MORE
11.	Robins (6-8)	Pueblo
12.	<u>Sabino</u>	Pueblo Gardens (6-8)
13.	Safford (6-8)	Rose (6-8)
14.	<u>Sahuaro</u>	Southwest Alternative
15.	Santa Rita	TAPP
16.	<u>Secrist</u>	Tucson
17.	University	Vail
18.	<u>Utterback</u>	Valencia
19.	Pistor	



Questions?

Thank you!

Language Acquisition Department

2015